

BCCS  
Language Arts  
Honors English 9 (most current 2008)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know?		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
Sept. & Oct.	<b>Topic:</b>  The Short Story  Argumentation  Description  Narration  Vocabulary Study	<b>Vocabulary:</b>  Theme Climax Foreshadowing Plot Irony Setting Narrator Protagonist Dilemma Exposition	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Synthesis</li> <li>• Classification</li> <li>• Drawing conclusions</li> <li>• Predicting</li> <li>• Defending a position</li> <li>• Defining words</li> </ul>	<ul style="list-style-type: none"> <li>• What is a healthy family relationship?</li> <li>• How does culture influence family relationships?</li> <li>• What kind of family life do I want?</li> <li>• How can I use this word?</li> </ul>	I, CS 1, HS 4 & 5  I, CS 2, HS 3  II, CS 4, HS 3  III, CS 5, HS 1 & 3  V, CS 7, HS 1  VII, CS 9, HS 1 & 2  X, CS 12, HS 1 & 2	<ul style="list-style-type: none"> <li>• Reading stories</li> <li>• Discussing stories</li> <li>• Writing reactions to stories</li> <li>• Analyzing stories</li> <li>• Writing an argument</li> <li>• Writing a character sketch</li> <li>• Writing answers to questions</li> <li>• Writing a myth</li> <li>• Playing games</li> <li>• Taking tests</li> <li>• Creating sentences</li> <li>• Doing vocabulary exercises</li> </ul>	<u>The Joy of Vocabulary</u> Prentice Hall Literature: Gold Notebook paper Pencils/pens Stop watch Worksheets Rubrics Computers Printers	Vocabulary quizzes Unit tests Three-level reading guides Small group presentations Response paragraphs Essays

BCCS  
Language Arts  
Honors English 9 (most current 2008)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know?		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
Nov.	<b>Topic:</b> Drama  Narration  Vocabulary Study	<b>Vocabulary:</b> Aside Blank verse Tragedy Monologue Dramatic irony Iambic pentameter Soliloquy Pun Dramatic foil Rhymed couplet	<ul style="list-style-type: none"> <li>• Memorization</li> <li>• Interpretation</li> <li>• Decision making</li> <li>• Synthesis</li> <li>• Classification</li> <li>• Making inferences</li> <li>• Defining words</li> </ul>	<ul style="list-style-type: none"> <li>• What should the decision to get married be based on?</li> <li>• How were the lives of Elizabethans different from our lives?</li> <li>• What was food like during the Renaissance?</li> <li>• When should you tell an important secret?</li> <li>• How can I use this word?</li> </ul>	I, CS 1, HS 1 & 4  I, CS 2, HS 3  I, CS 3, HS 4  III, CS 5, HS 1 & 3  VI, CS 8, HS 2  VII, CS 9, HS 1  VIII, CS 10, HS 1	<ul style="list-style-type: none"> <li>• Dramatic reading of a Shakespeare</li> <li>• Watching a video of the play</li> <li>• Doing an original individual project related to the Renaissance</li> <li>• Reciting from memory a passage from the play</li> <li>• Playing games</li> <li>• Writing an essay</li> <li>• Composing sentences</li> <li>• Doing vocabulary exercises</li> <li>• Taking quizzes and tests</li> </ul>	<u>The Joy of Vocabulary</u> <i>The Tragedy of Romeo and Juliet</i> Video of the same Notebook paper Pencils/pens Life-size board game Rubrics Handouts Quizzes Tests Stop watch Computers Printers	Vocabulary quizzes Character quiz Unit Test Presentation of individual project Recitation Essay



BCCS  
Language Arts  
Honors English 9 (most current 2008)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know?		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
January	<b>Topic:</b> Reading for pleasure  The Book Review  Personal Essays  Vocabulary Study	<b>Vocabulary:</b> Narrative essay Descriptive essay Expository essay Persuasive essay	<ul style="list-style-type: none"> <li>• Synthesis</li> <li>• Classification</li> <li>• Drawing</li> <li>• Drawing conclusions</li> <li>• Analysis</li> <li>• Making inferences</li> <li>• Defining words</li> </ul>	<ul style="list-style-type: none"> <li>• What kinds of books get you excited?</li> <li>• What does it mean to become an American?</li> <li>• How does culture influence our attitudes toward other people?</li> <li>• How can I tell the difference between fact and opinion?</li> <li>• How can I improve my scores on the vocabulary sections of the ACT and SAT?</li> </ul>	I, CS 1, HS 1 & 4  III, CS 5, HS 1  IV, CS 6, HS 2  VII, CS 9, HS 1  X, CS 12, HS 2	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion</li> <li>• Writing a book review</li> <li>• Illustrating the book review</li> <li>• Doing vocabulary exercises</li> <li>• Quick writes</li> </ul>	<u>The Joy of Vocabulary</u> Prentice Hall Literature: Gold Various novels Notebook paper White printer paper Pencils/pens Construction paper Scissors Glue sticks Colored pencils Markers Rulers Geode	Vocabulary quizzes Book review Discussion participation Unit test



BCCS  
Language Arts  
Honors English 9 (most current 2008)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know?		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
March & April	<b>Topic:</b> Poetry  Book Review  Process essay  Vocabulary Study	<b>Vocabulary:</b> Narrative poetry Iambic meter Trochaic meter Rhyme scheme Dramatic poetry Lyric poetry Imagery Personification Simile Metaphor Alliteration Assonance Onomatopoeia Repetition Parallel structure Sonnet Haiku Concrete poetry	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Analysis</li> <li>• Parsing</li> <li>• Defining</li> <li>• Explaining</li> <li>• Public speaking</li> <li>• Memorization</li> <li>• Synthesis</li> <li>• Classification</li> <li>• Making inferences</li> </ul>	<ul style="list-style-type: none"> <li>• Do I like this poem?</li> <li>• Why does this poem work?</li> <li>• How can I express this idea in poetry?</li> <li>• Should the poem rhyme?</li> <li>• What strengths does this poem have?</li> <li>• How can I make it a better poem?</li> <li>• What does this word mean?</li> <li>• How can I use it?</li> </ul>	I, CS 1, HS 1, 2 & 4  I, CS 2, HS 3  I, CS 3, HS 3 & 4  III, CS 5, HS 1  IV, CS 6, HS 4  VI, CS 8, HS 2  X, CS 12, HS 4	<ul style="list-style-type: none"> <li>• Reading poetry</li> <li>• Discussing poetry</li> <li>• Writing poetry</li> <li>• Public poetry reading</li> <li>• Small group presentation on two poems</li> <li>• Reciting a poem</li> <li>• Taking a test on poetic devices</li> <li>• Writing a book review</li> <li>• Illustrating the book review</li> <li>• Doing vocabulary exercises</li> <li>• Defining vocabulary words</li> <li>• Taking quizzes on vocabulary</li> <li>• Quick writes</li> </ul>	<u>The Joy of Vocabulary</u> Prentice Hall Literature: Gold Various novels Notebook paper Pencils/pens Poster board Construction paper Colored pencils Markers Rulers Podium Microphone Pictures/photographs Handouts Rubrics Computers Printers	Individual poetry Small group presentation on two poems Unit test on poetic devices Recitation of memorized poem  Book review  Process Essay  Vocabulary quizzes

BCCS  
Language Arts  
Honors English 9 (most current 2008)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know?		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
May June	<p><b>Topic:</b></p> <p>Essays in the Arts and Sciences</p> <p>Writing instructions</p> <p>Vocabulary Study</p>	<p><b>Vocabulary:</b></p> <p>Transformation Metamorphosis Flow chart Garble Mangle Bar graph Scientific observation Characterization Objectivity</p>	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Keeping accurate records</li> <li>• Graphing</li> <li>• Identifying the main point</li> <li>• Drawing conclusions</li> <li>• Synthesis</li> <li>• Classification</li> <li>• Constructing</li> <li>• Making inferences</li> <li>• Defining words</li> </ul>	<ul style="list-style-type: none"> <li>• What are the steps in this process?</li> <li>• What kinds of meaningless words do my friends and I use?</li> <li>• What conclusions can I draw from these data about our use of language?</li> <li>• What is scientific observation?</li> <li>• How does my style reflect my character?</li> <li>• Who is Butch Cassidy?</li> <li>• Will these instructions work?</li> <li>• What does this word mean?</li> <li>• How do I use it?</li> </ul>	<p>I, CS 1, HS 4</p> <p>I, CS 3, HS 5 &amp; 6</p> <p>III, CS 5, HS 1</p> <p>V, CS 7, HS 1</p> <p>VI, CS 8, HS 3</p>	<ul style="list-style-type: none"> <li>• Reading five essays</li> <li>• Constructing a flow chart</li> <li>• Building a survey</li> <li>• Drawing bar graphs</li> <li>• Discussing study questions</li> <li>• Doing vocabulary exercises</li> <li>• Creating a live-size drawing of a Tyrannosaurus Rex</li> <li>• Writing instructions</li> </ul>	<p><u>The Joy of Vocabulary</u> <i>Prentice Hall Literature: Gold</i> Notebook paper White printer paper Pencils/pens Rulers Markers Colored pencils Computers Printers Parking lot Templates Chalk Diagrams of dinosaur Scrub brush Handouts Rubrics</p>	<p>Flow chart Bar graph Unit test Instructions Vocabulary quizzes</p>